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statues. This common desire on the part of both poets to excite their hearers with visions of Oriental splendor is entirely absent in BÉROUL, and shows incidentally that the latter could not have stood as a model in this respect to GOTTFRIED VON STRASSBURG—but rather THOMAS. Following out this trace, NOVATI compares critically this particular episode ("la Fossure à la gent amant") in the poem of GOTTFRIED and in the Norse translation of the lost portion of THOMAS's work which gives the account of the building of the grotto. GOTTFRIED states that the grotto was built by giants, who in idolatrous times ruled over Cornwall, and adds an account of the historical events which took place in that part of England up to the reign of Marc. With this account the Saga coincides in the main, presenting a resemblance which would indicate a common source, viz., the 'Tristan' of THOMAS. By a further comparison of this narrative with that of GEOFFREY OF MONMOUTH, NOVATI is led to conclude that THOMAS followed, at least in part, GEOFFREY'S account, taken either directly from him or indirectly through the unknown BRÉRI whom THOMAS claims to have been his guide.

The remainder of the study concerns the second leaf of the fragment, which is a variant of a portion of the Douce MS., and which NOVATI determines to belong to a different family and to present a better reading. A conjecture of the number of lines which must have connected the two leaves causes the editor to conclude that THOMAS had greatly condensed the narrative of the various journeys of Tristan from Brittany to Cornwall, and had omitted many details which he could not use.

A diplomatic reproduction of the two parts is appended. The discovery of so important a MS. leads to the hope that still others may come to light with equal benefit to the literary history of the Middle Ages.

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Naturforschung und Schule von W. PREYER. Dritte Auflage. Stuttgart, W. Spemann, 1887. 48 pp.

This essay was first read by PROFESSOR PREYER at the sixtieth meeting of the Association of German Scientists and Physicians.

The investigations of modern scientists have for some decades exerted an ever growing influence in nearly all phases of life—except in the schools. These, although surrounded on all sides by the vernal green of the present, have not shed the withered leaves of the past. And yet, who is better fitted than the biologist to furnish the educator with an understanding of the conditions and laws of physical and intellectual development? He has even now accomplished much in this respect (pp. 4-8). But nearly all the higher schools for boys and girls, and especially the gymnasia, violate the well-established laws of education and therefore fail to attain their avowed aim, that is, a healthy and harmonious development of the pupils.

After all that has in late years been said on the subject, the author's exhibition of the effects of secondary education in Germany upon the physical condition of the young men is simply startling (pp. 8-18). The single subject of eye-sight may serve as an illustration: While in the lower classes of the village schools hardly one child out of a hundred is near-sighted, and in those of the city schools 2-3%, myopia in the gymnasia ranges from 4% in *sexta* to 50% in *prima*.

In reading the severe strictures upon the matter and manner of instruction in the gymnasia, we must bear in mind that they come from one who not only has passed through the whole process which he condemns, but, after winning the doctorate in two faculties and gaining experience as a practising physician, has now for more than twenty years been a university professor, and as such has had ample opportunity of forming a judgment of the material which the gymnasia furnish to the universities; while his researches in mental physiology lend additional weight to his opinion.

Those who have read the publications of W. P. ATKINSON, CHAS. F. ADAMS, DR. HOFFMANN, CHAS. W. ELIOT, and other recent writers on kindred subjects, will find in this brochure much that is not entirely new to them, but also several topics that have not hitherto been brought into the discussion of one of the most important and interesting of educational problems. DR. PREYER'S argument, well supported by statistics, in favor of the abolishment of the "gymnasial monopoly" is certainly strong and, it would seem, convinc-

ing. His estimate of what, on this question, the vote of the German university faculties, as at present constituted, would be, in comparison with that of the faculties of the Prussian universities in 1869, is not fanciful. The German gymnasium, in its *present* form, continues to exist only through artificial help; it is an instance of the principle of protection applied to institutions of learning, the privilege of admission to the public service taking the place of tariff or bounty. "Ich verlange einstweilen im Namen Tausender nichts anderes, als einzig die Abschaffung der humanistischen Gymnasialreise als alleinigen *Passe-partout* zu den Universitäten und Staatsprüfungen, nur diesen einen Federstrich! Alle Schulen können von Staats wegen zunächst genau so bleiben wie sie sind. Man gebe nur Freiheit der Wahl. Das Übrige bricht sich dann von selbst Bahn" (p. 38). In the remaining ten pages the author suggests what this "Übrige" will be.

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BRIEF MENTION.

The Sixth Annual Convention of the MODERN LANGUAGE ASSOCIATION OF AMERICA will be held at the Law School of the University of Cincinnati (Ohio), on December 26, 27 and 28, 1888. Papers will be presented by PROFESSOR WALTER and DR. McCABE (Univ. of Michigan), PROFS. VON JAGEMANN (Indiana University), SCHILLING (Wittenberg College), GERBER (Earlham College), PAGE (Univ. of the South), ZDANOWICZ (Vanderbilt), COHN (Harvard), TODD (Johns Hopkins), PRIMER and SHEPHERD (College of Charleston), GARNETT (Univ. of Virginia), and by a number of others. A circular will be issued shortly, giving particulars as to hours of meeting, general rendez-vous for members, social features, railroad rates, etc., etc. All those intending to be present and desiring special information as to the arrangements made for the accommodation and entertainment of guests, should send in their names as early as possible to PROFESSOR J. M. HART, Univ. of Cincinnati, marking the envelope: For the Local Committee of the M. L. A. All inquiries concerning the presentation of papers should

be addressed to the Secretary, PROF. A. M. ELLIOTT, Johns Hopkins University, Baltimore, Md., who will refer the subject to the proper committee.

Under the heading of "Select French Texts" we have a 'Choix de Contes de Daudet,' edited, with notes, by PROF. W. PRICE (Boston: Charles H. Kilborn). They are four of the brightest stories of the author, chosen from among his 'Contes du Lundi,' pleasantly annotated and in convenient shape. We notice in press two other pamphlets belonging to the series: 'Choix d'Extraits de Daudet,' by the same editor, and SOUVESTRE'S 'Confessions d'un Ouvrier,' prepared by PROF. SUPER.

DR. VON REINHARDSTÖTTNER contributes to the *Jahrbuch für Münchener Geschichte* an interesting notice of the first German translation of CASTIGLIONE'S 'Cortegiano,' published at Burghausen in 1565. The translator, LAURENZ KRATZER, "Mautzahler," holds faithfully to the original text and controls the vernacular with considerable skill. A comparison of the language of his translation with that of a translation made in 1593 reveals the progress of the German language in the last half of the sixteenth century. Late in the seventeenth century, 1694, a third rendering of the Italian classic appeared at Frankfort-on-the-Main.

The last session of the Amherst Summer School of Languages was an interesting one in several respects. The introduction of the study of phonetics along with the other higher work in early English and French was an important feature, and had a marked effect upon the teachers in attendance. Through them it will doubtless contribute its share towards raising the standard of Modern Language work throughout the country. The critical study of 'Faust' and 'Nathan der Weise' was another valuable feature. The fact that there are so many "native" teachers at this summer school shows the stress which is there laid upon *living* language; but it is equally gratifying to observe that the higher linguistic and literary phases of the study are not neglected.

The patrons of MODERN LANGUAGE NOTES will find many hints and useful suggestions